

The development of creativity of foreign language teachers as a factor in their subjective well-being

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Abstract. This study explored the level of creativity among 208 foreign language teachers in Ukraine. Results showed insufficient levels across value, cognitive and behavioural components of creativity. A training program was proposed to develop teacher creativity through 5 sessions targeting these components and psychological/organisational factors. Developing teacher creativity can support subjective well-being and success in creative teaching activities. The program contains informational, diagnostic, developmental and creative stages to enhance creativity and motivation. Further research could expand the criteria and methods for evaluating program effectiveness.

Keywords: foreign language teachers, creativity, subjective well-being, value component, cognitive component, behavioural component, training program

1. Introduction

In an age of rapid innovation, life's unpredictable and ever-changing nature necessitates evolutionary transformations across all fields, including education. As argued by Kozbelt, Beghetto and Runco [35], such changes are only possible with developing creativity. Since this development is sparked by education, forming creative potential in foreign language teachers has become an urgent need. Moreover, Guilford [27] position creativity as the core of education, which expands teachers' worldviews, enables solving complex problems, promotes personal growth, enriches life, and drives self-actualisation.

The World Economic Forum 2016 predicted creativity would be one of the top three skills employers value by 2020, along with critical thinking and problem-solving [38]. This compels higher education institutions to create environments, teaching communities and pedagogies that foster creativity, critical thought and student engagement in creative knowledge production.

Enhancing creativity in education invariably starts with teacher development [56]. Competencies depend on faculty's motivational content and competence, regulated by policies like the Ukrainian "On Higher Education" Law, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, and Tuning Educational Structures in Europe [24]. These

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expect teachers to demonstrate advanced skills in applying innovative educational technologies, methods and techniques [36]. Teachers must interact effectively, respond to challenges, activate creative potentials, and perform novel professional tasks that exceed their knowledge and experience, demanding creative solutions.

Teachers are pivotal in providing quality experiences for acquiring new knowledge, skills and competencies [67]. This relies on critical and creative thinking, imagination, openness to experiences, flexibility and originality thinking [54, 65]. Hence, developing creative personalities and teaching students to enhance creativity and beliefs is vital [47]. Creative teaching comes naturally to language teachers with infinite topics, real-life simulations and visuals [70].

Teacher creativity strongly influences student growth [48] and builds constructive, critical thinking and professional competence. Their creativity, non-standard thinking and effective complex problem-solving are thus critical [5, 6]. This study, therefore, explores the characteristics of foreign language teacher creativity.

2. Literature review

Around the world, many scholars, scientists and theorists have made a significant contribution to research about creativity. Many researchers see creativity as novelty, originality, productivity, problem-solving ability, and the ability to be reflexive and risky [1, 75]. To identify the concept of creativity, it is better to differentiate the terms creative potential, creative actualisation and creative talent [7, 9].

Walberg [81] stated that creative potential is a hidden skill to generate effective original work, which is a part of personal capital. Creative potential is a mixture of resources becoming functional with aspects of motivation, cognition and personality [71, 73]. Personal creative achievement is considered creative actualisation. Therefore, creative talent is an ability to produce creative work [9].

Among modern Ukrainian researchers, a significant groundwork in developing the concept of creativity as a deep, initial and ultimately “natural” personality trait, mechanism of creative thinking, and creative potential was made by Maksymenko [40], Moliako [44] and others.

Particular attention in the context of the problem under study deserves the work of scientists devoted to the study of the psychological characteristics of the creative potential of heads of general educational institutions [11] as a factor in constructive solutions to managerial problems [48], the formation of communicative competence of leaders of educational organisations [14], the formation of a creative style of activity, knowledge and development of intellectual and creative abilities [68, p. 4-5] and others.

Hence, creative potential specifies the mixture of individual and contextual resources becoming influential in a creative work within motivation, cognition and personality factors [73]. Significantly, Sternberg and Lubart [73] determines creativity is more than a combination of an individual’s resources.

Scholars consider the three points: creativity is impossible if there are some thresholds for some components (for instance, knowledge) even when other components are high; some compensation prevails when one component is more potent than the other one and confronts it (e.g. knowledge versus motivation); creativity is in process when all the categories are present

and active [71].

The system of knowledge, skills and abilities is dominant in the activity of teachers. Depending on the specifics of professional activity, it is vital to develop the mental qualities, types, and forms of thinking (including critical thinking). According to Makarenko [39], the cognitive component relies on the intellectual sphere. It reflects “awareness and knowledge of reality about the profession, possession of theoretical and practical knowledge on which praxeological foundations of professional activity and practical thinking, and ways of acquiring knowledge are based”.

Knowledge is a “special form of spiritual assimilation of the results of cognition, the process of reflecting activities, characterised by awareness of their truth”. Assimilation of knowledge is characterised by purposefulness, systematicity, consistency, logic and meaningfulness. Knowledge determines the teacher’s attitude to morality, work, value system, activity, and reality.

Recognising values has a significant role as certain beliefs remain a central place in the individual belief system and serve as guiding principles of life. Value orientations are a mandatory component in the professional teacher’s activity, display the individual’s life experience and life goals, and indicate what is most in demand for him/her and has a personal meaning. After all, the internal acceptance of personally unhesitating senses is an imminent condition for personal values formation [30, p. 137]. As for personal values, as Radul [55] notes, it is aware and accepted by the individual general meanings of his life.

A teacher of higher education must have universal (life, man, tolerant, society, happiness, justice, etc.), national (national idea, native language, the language of other peoples, traditions, customs, national symbols, folklore, etc.), civil (democratic) rights and responsibilities, tolerance for dissenters, respect for the culture and national traditions of other peoples, religious tolerance, etc.), family (values of family life: respect, love, mutual aid, the harmony of relationships, etc.) and personal (education, self-realisation, health, life wisdom, etc.) values [83, p. 6].

It is worth noting that teachers’ ideas about the system of values and the hierarchy of its beliefs are relevant today. Thus, Rokeach [59] describes values as a firm belief that a particular behaviour or ultimate goal of existence has potential significance from his point of view and may differ from the opposite or opposite behaviour or ultimate goal of existence. Thus, values act as the standards or the criteria regulating installations, actions, comparisons, and estimations. In other words, they legitimise the individual and his environment [21].

Creativity is the foremost quality of a person of the XXI century and is paramount in forming higher education institutions teachers’ professional and methodological competence, in general, and teachers of foreign languages in particular. It “... is a human activity, as a result of which new material and spiritual values of social significance are created. Creativity, being the work result and individual’s efforts, at the same time, always has a social character” [59]. Creativity is a process that contributes to the creation of new. Creativity is considered as a potential, an inner person resource, which is a relatively stable characteristic of the individual and provides the ability to abandon stereotypical ways of thinking and acquire the ability to identify new ways of solving problems or new forms of expression [11, 20].

According to Hamza and Griffith [28], teachers should be “accessible, friendly, knowledgeable, interesting, caring, leaders, insightful, imaginative, and able to manage conflicts, minimise disruptions and create innovative classes in the classroom”.

According to Saprykina [61], the components of creativity of the teacher’s personality are

motivation, psychological and pedagogical knowledge, general erudition, pedagogical intuition, highly developed intellect, high level of universal culture, and professional mastery of various methods of teaching and education. The researcher notes that a creative teacher is independent, self-reliant and persistent, has high intellectual development, a sense of humour, a lively mind and acting character, and can show flexibility in their views.

Achieving the formation of the components of creativity is complicated by the specific features of the pedagogical activities of higher education institutions teachers, which are characterised by: “a special kind of subjective professional interaction; multifunctionality and increased degree of professional responsibility; the need for continuous self-improvement in teaching and research; the ambiguity of criteria for assessing the effectiveness of scientific and pedagogical activities; increased social requirements for professional and personal qualities of the teacher, etc.” [10].

The creativity of a higher education institution teacher, including a teacher of foreign languages, is an integral part of personal development, which interacts with creative socio-cultural relationships, intellectual baggage of knowledge and spiritual values, experience, skills and abilities between all subjects of socio-pedagogical activities, which necessarily contributes to self-realisation, adaptation, socialisation and self-affirmation of the higher education teacher [52].

A foreign language teacher may implement various activities in teaching foreign languages, which contribute to both the development of thinking skills and pronunciation of students: “creation of associations, analysis of cause-and-effect relations, decision-making, problem-solving, creative thinking” [53]. The higher education teacher may carry out creative teaching in two ways: a) creatively teach and present educational material; b) teach to encourage the development of creativity in the personality of each student.

Creative teaching involves using figurative approaches to construct the educational process to make teaching more entertaining, exciting and productive. Teaching for creativity is challenging but enjoyable, fascinating and efficient. In this case, the teacher spends more time on planning the lesson, creating and developing ideas, evaluating the effectiveness of selected tools and teaching methods, improvising, using interactive teaching methods, taking risks every day, and assuming that the methods and techniques he/she uses do not always work. Creative teachers are always ready to experiment, realising the need for teaching experience [26], “extremely responsible for the quality of teaching, always energetic, caring about the subjects and creative” [80].

Buzovska [16] considers the pedagogical creativity of a foreign language teacher to be a decisive factor in developing creativity in professional activity on the way to the top of pedagogical skills. She estimates the components are creative thinking, production and generation of new original ideas and approaches, and unconventional problem-solving.

According to Morozov [45], pedagogical creativity consists of communicative and didactic components. At the same time, the basis of communicative creativity is dialogue and improvisation, and didactic creativity is receptivity to intellectual values and the ability to innovate.

According to Sidorenko [66], the creativity of a foreign language teacher has contradictions in problematic situations or creative tasks, as well as objective (social and material) and subjective (purpose, knowledge, skills, motivation, etc.) prerequisites for development and realisation of creativity in the process of teaching foreign languages, the presence of novelty and originality

in views on the process and outcome of teaching.

Moreover, the teacher may indirectly influence the modelling of value orientations of higher education institution students, their behaviour and actions while teaching foreign languages. The peculiarity of a foreign language teacher's professional values is due to his/her teaching a language that, "regardless of ethnicity and genealogy, is one of the most valuable works of humanity as a civilised community, a reflection of the mentality of the natives, the phenomenon of identification and culture" [41].

Besides, scientists believe that such components like his/her inner potential, social and professional experience, psychological, pedagogical and subject knowledge, and the ability to create new ideas, skills and capabilities of the future specialist shape the creativity of a foreign language teacher [42]; creative thinking (improvisation, fictional spontaneous situations, real experience, existing knowledge in a new form, etc.) [23, 50, 62]; intelligence, knowledge, thinking skills, personality, motivation and environment [72], etc.

It is also worth noting that the pedagogical creativity of a foreign language teacher is realised during work and is manifested in the desire to improve the professional level and achieve pedagogical skills. Thus, if teaching a foreign language is fascinating and exciting, then, as Starbuck [69] says, it is creative teaching with a creative foreign language teacher.

Professional development, a high level of motivation, openness, a high sense of security, a propensity for new and flexible actions, and goal-oriented teaching are those means that better characterise the creative personality of a foreign language teacher. At the same time, it is also vital to have remarkable intelligence, diligence, energy, intuition and self-confidence [76].

The indicators of creativity of a foreign language teacher include:

- a developed memory;
- the ability to concentrate;
- to clearly and logically formulate their ideas and tasks;
- to acquire skills in the analysis of complex situations and problems, using them in terms familiar to the interlocutor;
- to have a high intensity of generating ideas, carefully filtering;
- the capability to synthesise the general picture;
- to be creative;
- to critically evaluate the results of research, especially their own;
- to develop a broad scientific worldview;
- to get acquainted with the scientific and practical results of related fields;
- to strive for high culture, etc.

Creativity promotes self-development and adaptive response to changing societal conditions and allows the production of new ideas using teachers' creative abilities, intellectual experience, and openness to experience. It is necessary not only to consider the essence and structure of creativity but also to explore factors that contribute to developing the creative potential of foreign language teachers.

Thus, among the factors that contribute to the development of the creative potential of foreign language teachers, Bretsko and Marushka [13] identify the motivational sphere, the desire for

self-development, improvement of personal and professional skills and abilities, taking into account individual personality traits; awareness of the significance of the humanistic value of the creative individuality of the individual; specific organisation of training of future foreign language teachers; development of abilities of future specialists to the analysis, awareness of results of own professional activity; mastering the knowledge of creative potential, knowledge and understanding of the peculiarities of its development, combine and use in pedagogical activities in the study.

Besides, the researchers have found that the following properties characterise the creative personality of a foreign language teacher: flexibility, spontaneity, creative thinking, imagination, originality, creative attitude to the profession, demanding the results of their work, achieving the defined goal of creative activity and practical solutions to problem situations, the ability to deviate from stereotypes and inertia of thinking in teaching, create creative products; need and readiness for creative and professional self-realisation; non-standard attitude to oneself, the world around, to any life situations and phenomena.

The psychological factors of the development of professional creativity of a teacher of foreign languages singled out by Gotsulyak [25] deserve special attention in the context of our research. These include the motivational readiness of the teacher to work systematically to improve the level of methodological skills and ability to critically analyse one's professional activity, which makes it possible to identify characteristic psychological barriers and choose "developing" strategies for their prevention and overcoming; self-analysis of the formed system of methodical and professional knowledge, skills, abilities and search of new means and ways of teaching a foreign language; mastering by the teacher of innovative interactive methods, forms and methods of solving specific tasks of teaching a foreign language with the observance of the appropriate psychological continuity of the stages of mastering the methods of solving methodological and pedagogical problems.

Thus, taking into account the above and the definitions of creativity in the works of scientists, we interpret the creativity of a foreign language teacher as personal property. This inner resource allows creative and innovative activities aimed at producing and generating original (non-trivial) foreign ideas and approaches. Languages, practical solutions to tasks in a non-traditional way, constructive non-standard and critical thinking, the desire to improve their own experience, professional abilities on the path to self-realisation and the formation of creative personality of students in foreign languages, using interactive teaching methods involving innovative technologies.

Components of creativity of a foreign teacher are a cognitive component (system of general and appropriate knowledge about creativity, features of creative potential, understanding and understanding of methods of teaching foreign languages based on creative technologies, production of non-trivial ideas, critical thinking), value (set of values, needs and motives), which promote and accompany creative and innovative activities) and behavioural components (effectiveness in making non-standard decisions, creating creative products, the ability to self-organise creative work, etc.). The individual psychological (perfectionism, self-esteem, etc.) and organisational-professional (creative environment, professional workload, communication, compression, etc.) factors promote the development of the creative potential of foreign language teachers is promoted.

In addition, contrary to common beliefs, creativity is not only for exceptional people, but it is

a developmental thing for all people [32, 74].

3. Methodology and research procedure

Presently, many different technologies measure the personality's creativity and creative potential.

To study the components of creativity of foreign language teachers, we used: M. Rokeach's method "Value orientations" [58], K. Ryff's questionnaire "Scales of psychological well-being" [60], test "Diagnosis of the creative potential and creativity" [57], scale "Aspiration to be an independent person" test "Creativity" [49], V. Boyko's method "Diagnosis of communicative tolerance" [12], method of reflexivity by A. Karpov [31], method "Scale of self-efficacy" by R. Schwarzer and M. Jerusalem [77], O. Filatova's methodology "Passive Perfectionism Scale" [22], S. Budassi's "Personality Self-Assessment Method" [17], P. Spector and S. Jex's "Professional Stress Scales" [77], P. Spector and S. Jex's "Professional Workload Scales" [77], P. Spector and S. Fox's (in the adaptation by E. Topolov) method "Factual Autonomy Scale (FAS)" [77], constructive resistance scale [77], method of incomplete sentences in author's modification.

The research was conducted among the foreign language teachers of higher education institutions. The total size is 208 foreign language teachers of higher education from different regions of Ukraine (Chernivtsi – 53% of respondents and Kyiv – 47% respectively). The test includes eight indicators: curiosity, self-belief, resilience and persuasiveness, ambition, auditory memory, visual memory, the desire to be an independent person, the ability to think abstractly and, the last one, the ability to focus on business. Accordingly, we identified the levels of creativity:

- low – creative potential is limited, there is a lack of faith in own strength, self-underestimation;
- average – indicates the ability to improve the creative potential by destroying the fear of failure and public condemnation;
- high – the creative potential is high enough and broadens the creative opportunities.

The respondents were grouped by:

- gender (male – 39.4% and female – 60.6%);
- age – 1 - up to 30 years (22.1%), 2 – 30-40 years (28.8%), 3 – 40-50 years (26.9%) and 4 – over 50 years (22.1%).

We processed the data and presented results with the statistical software package SPSS 21.0.

4. Analysis of research results

First, we were interested in the system of general and special knowledge of foreign language teachers about the essence of creativity, understanding and awareness of the features of creative potential, the specifics of creativity in the professional activities of higher education institutions, their ability to reflect and more.

After all, there is a growing need for people with non-standard thinking, ready to show a creative approach to solving various problems, able to adapt to rapidly changing socio-economic conditions, and competitive in the European labour market. Creativity is a formidable factor in the development of personality, its ability to abandon stereotypical ways of thinking, to bring something new to the experience [8], “the ability to reflect the individual’s ability to create new concepts and develop new skills, i.e. the ability to create” [46].

The cognitive component of teachers’ creativity in foreign language teaching should be based on mental processes and actions, the basis of which is understanding and using this phenomenon in speech [29].

According to Kolesnikova and Dolgina [33], in the acquisition of cognition, the following components play a significant role: the performance of speech actions according to rules (level of rules), awareness and understanding of meanings of lexical units (level of meanings); peculiarities of formulation of utterances, their structure (level of speech activity); awareness of utterance function (requests, advice, objections, etc.) (social level); awareness of the conformity of the reported information to the cultural norms of native speakers (cultural level); awareness of higher education students of the peculiarities of education (techniques, methods, tools, etc.); evaluation of their effectiveness, and also self-assessments of the level of language learning (students’ cognitive style of work).

Teaching foreign languages involves not only mastering the actual linguistic knowledge but also the translation of knowledge about the world. After all, by mastering a foreign language, we “learn the image of the world inherent in the relevant people, a vision of the world through the prism of national culture, one of the most important components of which is language”.

According to Leontyev [37], the main task of mastering a foreign language is to “learn to orientate as a native speaker does”. This forces teachers to ensure the appropriate context in the classroom by regularly creating tasks following new modern needs and challenges (problem situations, active communication, active participation in dialogues, seminars, workshops, conferences, creative tasks, projects, etc.), initiative and the development of interactive teaching skills.

The features of creativity of foreign language teachers in higher education institutions were studied using the indicators and criteria of value, cognitive and behavioural indicators of the components presented in the author’s model. First of all, we were interested in the value attitude of foreign language teachers to the constructive transformation of reality.

After all, the study of foreign languages involves not only direct modelling of the person’s value behaviour and actions but also [77]:

- involves students in socio-cultural relations;
- promotes a person’s ability to be tolerant of other nationalities and cultures;
- pays attention to their own culture.

According to the results of empirical research, we revealed an insufficient level of value development and cognitive and behavioural indicators of the components of creativity of a foreign language teacher.

Thus, table 1 shows that the vast majority of researchers are characterised by a low level of need for interesting (creative) classes (76%), which probably leads to a lack of motivation to

create innovative methods and techniques (75.5%), designed to improve the quality of activities, its effectiveness. It is worth remembering that needs are the primary source of motivation to implement engaging (creative) activities.

Besides, motivation is related to attitude; in particular, a highly positive attitude to forming and developing creative abilities was found in 75.5% of researched teachers.

Table 1

Levels of the value component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Value component</i>			
the value of creativity in the transformation of reality	49.0	34.6	16.3
desire for self-development	26.9	45.2	27.9
motivation to create innovative methods and techniques	75.5	19.2	5.3
positive attitude to the formation and development of creative abilities	2.4	22.1	75.5
the need to implement interesting (creative) classes	76.0	18.3	5.8
desire to be an independent person (desire for freedom)	22.1	39.4	38.5

However, the value of creativity in the transformation of reality characterises about half of the respondents (49%), and the desire for self-development (27.9%), freedom (individual independence) (38.5%) – in about a third of respondents. This may cause problems in implementing creative thinking and the development of abilities, motivating, directing and regulating functions in teaching foreign languages to students.

Analysis of the value component of the creativity of foreign language teachers shows a certain inconsistency of their values with the purpose and objectives of professional activity; however, without a value approach, “neither activity nor human life as a being with different needs, interests and goals is impossible” [78, p. 256].

Therefore, in our opinion, special attention should be paid to promoting the development of motivation, values, and interest of teachers in the creative teaching of foreign languages, reducing the influence of various demotivators of their professional activities (low wages, lack of opportunities to improve skills, develop their creativity, develop and implement innovations, etc.).

Table 2 shows an insufficient level of the cognitive component indicators of creativity of foreign language teachers. Thus, most of the respondents are characterised by low (clear ideas about creativity and features of foreign language teaching) (77.9%), the ability to produce non-trivial ideas (original) (69.2%), ability to understand and accept the individuality of another (46.2%) and average (an initiative of teachers in the organisation and conduct of creative classes (57.2%), self-belief (80.2%), critical thinking (59.6%)) levels.

The value of a person, in general, and teachers of foreign languages is determined by their ability and experience to meet their own needs and motivate themselves to achieve goals and desires. In other words, it means to take responsibility for your privacy. According to the study, most teachers are characterised by an average level of self-belief, their strengths and abilities, and their self-worth as a teacher of foreign languages (80.2%). It may be due to various reasons

Table 2

Levels of the cognitive component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Cognitive component</i>			
clear ideas about creativity and features of foreign language teaching	77.9	15.9	6.3
ability to produce non-trivial ideas (original)	69.2	21.2	9.6
initiative	26.4	57.2	16.3
the ability to understand and accept the individuality of another	46.2	46.2	7.2
self-belief	14.4	80.2	4.8
ability to understand and reflect	20.2	59.6	20.2
critical thinking	23.1	59.6	17.3

and indicates problems in accepting oneself as a person or a teacher, dissatisfaction with oneself, destructive behaviour, etc.

According to Dostovalov [19], faith serves as a three-component social attitude, which, depending on the consistency of its components (operational and reflexive), requires sufficient maturity and focuses on internal mental processes.

After all, “self-confidence may not always be reflected in a particular life situation or area due to lack of time or self-interest, a tendency to self-knowledge”. The scientist notes that the individual’s awareness of self-worth, the cognitive component of self-confidence, is manifested first at the operational, more superficial level and later – at the reflexive level. The ability to understand and reflect on most teachers is developed at an average level (59.6%).

The obtained results testify to the existing problems of knowledge and understanding of oneself and how others understand and perceive the teacher’s personality: emotional reactions and cognitive representations of personality. Only one-fifth of the respondents (20.2%) has a high level of reflexivity, which, in turn, ensures the direction of their activity on the development of themselves as a whole, as a “system of systems” [34]; and on their characteristics on the possibilities of self-construction, self-cause, self-development and self-improvement.

The results show that the respondents need to be more aware of the essence and content of creativity, innovative methods, and forms of foreign language teaching. Likewise, this complicates the ability of teachers to implement creativity, accept and create new, non-standard thinking, and generate original and valuable ideas. After all, a foreign language teacher’s creativity determines their “readiness for change, rejection of stereotypes, and search for original solutions to complex problems in a situation of uncertainty” [82].

Exploring the ability to implement creativity in the professional activities of foreign language teachers, we studied the features of the behavioural component. The obtained results 3 showed a low level of ability to take creative solutions (84.6%), to create new creative products (76.4%), to introduce innovative methods and forms (83.2%), ability to innovate, ingenuity (87%), despite the average level of self-organisation of creative work (66.3%) and a high level of focus on business (70.2%) (table 3).

Thus, the behavioural component requires a significant expansion of teachers’ behaviour

Table 3

Levels of manifestation of the behavioural component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Behavioural component</i>			
the ability to take creative solutions	84.6	13.0	2.4
the ability to create new creative products	76.4	16.8	6.7
the ability to introduce innovative methods and forms	83.2	10.1	6.7
the ability to self-organize creative work	17.3	66.3	16.3
focus on business	27.9	1.9	70.2
the capacity for innovation, creativity	87.0	10.6	2.4
the ability to manage a professional environment	31.7	42.3	26.0

through awareness of common ways of teaching foreign languages, creating conditions for the effective formation and development of creative competence.

The effectiveness of teachers' professional activity relies on several individual psychological and organisational-professional factors that provide significant conditions and factors influencing foreign language teaching success.

Success factors are based on the structure of the professional activity. It allows for identifying them with their structural components, creating conditions for developing internal motivation to generate and implement creativity, and improving the educational process by creating innovative methods and techniques of teaching foreign languages.

We are impressed by the opinion of Buchatska [15] on the importance of creating conditions under which the student would be a subject of educational activity, its active participant and creator.

Given the importance of individual psychological factors that contribute to the successful learning of foreign languages, it is necessary to teach students how to:

- work independently;
- act thoughtfully, consistently, systematically;
- build self-confidence;
- develop their professional competence;
- promote personal development, and so forth.

According to the results of the study of individual psychological factors of creativity of foreign language teachers (table 4), we revealed a low level of perfectionism (39.4%), which complicates a responsible attitude to foreign language teaching, following internal patterns and high standards. Only 39.4% of respondents strive to be the best, perfect, unsurpassed, and grow personally and professionally, motivating themselves to successful creative activity (table 4).

Besides, over half of the teachers displayed low, inadequate self-esteem (65.4%). Only 4.6% of teachers have an adequate attitude to themselves, their abilities, capabilities, orientation, activity and social significance. That is, self-esteem is a vital internal mechanism of self-regulation

Table 4

Levels of manifestation of individual psychological factors of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Individual psychological factors</i>			
perfectionism	39.4	21.2	39.4
self-esteem	65.4	34.6	–
adaptive abilities in interaction with people	49.0	47.1	3.8
autonomy (self-government)	24.0	39.4	36.5
communicative tolerance	32.2	67.8	–

of behaviour and functioning, which may change the operation and interaction of a foreign language teacher with the environment.

Almost half of the respondents (49%) showed a low level of adaptive abilities in interaction with people, which complicates the creation of positive motivation to form innovative methods and techniques of teaching foreign languages and acceptance by teachers of norms and values of creative professional activity. Adaptive abilities register that 3.8% of respondents have convenient and modifying opportunities to interact while learning foreign languages, which contribute to:

- the growth of internal motivation;
- positive changes in the value, cognitive, and emotional spheres.

They display behaviour, creativity, generation and implementation of innovative methods and forms of foreign language teaching.

Autonomy (self-government) is a personal quality insufficiently developed (39.4% - the average level), which characterises independence and the ability to self-determination in decision-making and actions of the teacher to learn foreign languages based on the principles, views, values, strategies, goals, available resources and motives, etc.

According to the Vinogradova [79], this is “the main quality of personality, which is manifested in tolerability, non-conflict, as well as resilience, trust and the ability to calmly and without irritation to accept the individuality of others”. Communicative tolerance is relevant to foreign language teachers.

Thus, communication is one of the essential tools of their professional activity, based on a friendly attitude toward others and a desire to interact based on constructive dialogue in foreign language learning.

So, it is necessary to realise creativity, energy, activity, diligence and purposefulness, and the ability to transform reality [4].

We established the average level of development of communicative tolerance (67.8%) as the most typical for foreign language teachers. This indicates the ability to not fully interactively use language and other means of communication (a range of interactive technologies, skills and abilities to function in socially heterogeneous groups). Thus, the results indicate the probability of not consistently successful interaction and cooperation in teaching foreign languages (table 4).

The development of creativity of foreign language teachers is influenced not only by individual psychological factors but also by organisational and professional ones, namely, professional workload, professional compression, and ability to constructive resistance.

Thus, 20% of the studied teachers showed a high level of professional workload; 25% of people experience professional stress while teaching foreign languages; 27.9% of respondents are capable of constructive resistance (table 5).

Table 5

Levels of manifestation of organisational and professional factors of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Organizational and professional factors</i>			
professional workload	30.8	49.0	20.2
professional stress	40.4	34.6	25.0
ability to constructive resistance	34.6	37.5	27.9

Summarising the results of the empirical study of value, cognitive and behavioural components, the following levels of creativity of foreign language teachers, in general, were identified: above average (10.6%), average (42.3%), below average (37.0%) and low (10.1%) (table 6).

Table 6

Levels of manifestation of components and factors of creativity of foreign language teachers.

Components and factors	Levels of manifestation of components of creativity, in %				
	low	below average	average	above average	high
Value component	6.3	47.1	34.1	12.5	
Cognitive component	0.5	41.8	51.9	5.8	
Behavioural component	10.1	62.0	23.6	4.3	
Individual psychological factors	11.5	25.0	54.3	9.1	
Organizational and professional factors	26.0	3.8	39.4	28.8	1.9

At the ascertaining stage of the empirical study, there were no foreign language teachers with high creativity. At the same time, the results of ANOVA revealed statistically significant differences in the manifestations of creativity of foreign language teachers depending on their gender and age (figure 1, $p < 0.05$) and organisational and professional characteristics (figure 2, $p < 0.01$). Thus, teachers of foreign languages, both female and male, have a tendency by creativity at the level to increase in ($p < 0.05$).

We suppose that the increase of creativity of foreign language teachers with age comprehends through holding a higher position, obtaining a degree and academic title respectively, higher pay, higher social status, and more opportunities to meet the needs of teachers, i.e. a more inclusive balance between contributions efforts and benefits, although not enough.

The lack of creativity may likely be due to the introduction of mass distance teaching during a pandemic of COVID-19 in higher education institutions. It has led to an increase in the working teacher's load upon digitalisation of education [43, 51, 64].

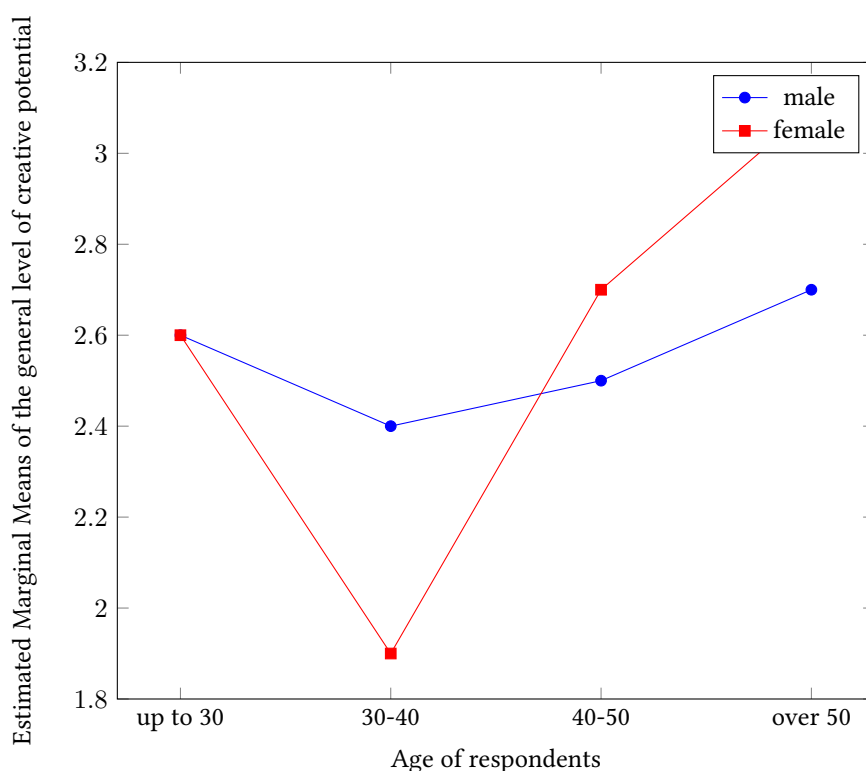


Figure 1: The peculiarities of psychological safety of the educational environment of participants in the educational process depending on gender and professional status ($p < 0.05$).

The teacher is forced, in addition to teaching foreign languages, to master new digital tools by the model of digitisation chosen by the institution of higher education; ICT and learning tools; new roles, tasks and activities; new methods, forms and techniques of distance teaching; and to establish effective communication of all participants in the educational process on network platforms, etc. [3].

Besides, the peculiarities of the creativity of teachers of foreign languages, depending on the position, show that, in general, creativity grows with increasing professional status (figure 2, $p < 0.01$).

This is probably due to different requirements for the professionalism of teachers (assistant, senior lecturer, associate professor, professor), as well as “the urgent need for a radical change of emphasis on professional competencies of teachers in the transition to digital universities and distance education in particular” [3, p. 3].

The results are consistent with the JD-R model, in which professional activities include requirements and resources [18, p. 501].

Authors defined the Job requirements as “aspects of the job that require sustained physical or mental effort and are associated with certain physiological and psychological costs”.

The higher the status of the teacher, the presence of a scientific title or scientific degree, the more opportunities teachers have in implementing creative activities, and the higher the level

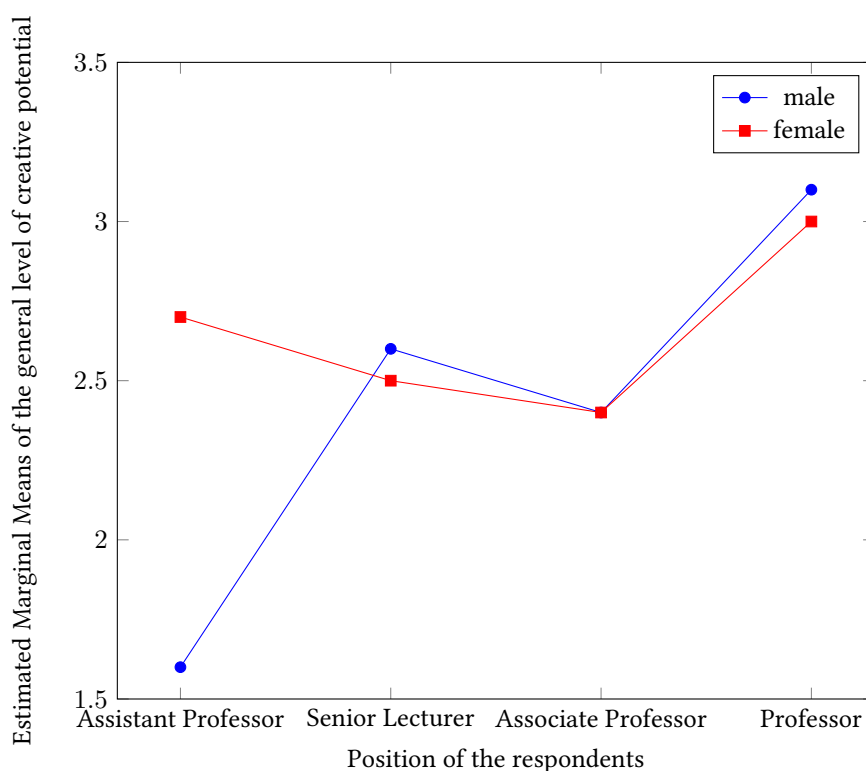


Figure 2: Features of creativity of foreign language teachers depending on the position ($p < 0.01$).

of autonomy and interaction. At the same time, the lower the status of the teacher, the fewer opportunities he/she has and the more work overload. This, in turn, causes stress, conflict and insecurity and can lead to burnout. According to the JD-R model, stresses arise due to an imbalance between the requirements of professional activity and the resources the teacher invests to meet these requirements [63].

We established statistically significant differences in the creativity of foreign language teachers leaning on the language of teaching. Thus, the study results of teachers' creativity while teaching English showed lower rates than teachers of other foreign languages, including French. Teachers may implement the creative approach in teaching foreign languages, and language is a means of communication that is studied through the personal activities of students. Typical tasks are search and creative, for instance:

- filling information gaps;
- role-playing games;
- solving problems, and so on.

Typical forms of work are group and pair work, which contribute to forming a creative personality of both student and teacher. After all, it is impossible to teach something if you do not own it yourself. The use of interactive forms and work methods helps form a positive

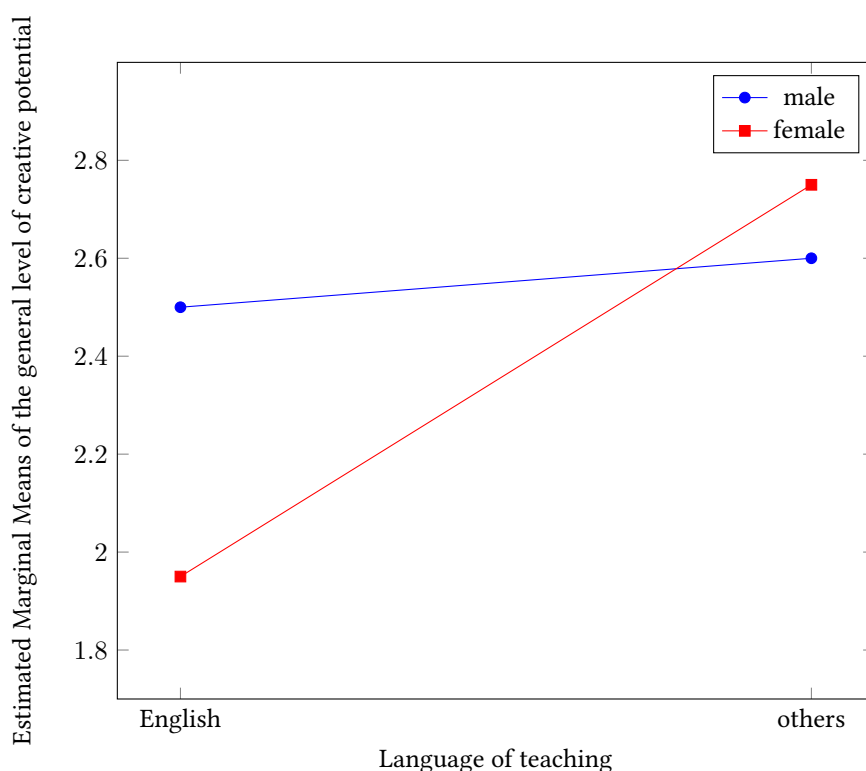


Figure 3: Features of creativity of foreign language teachers depending on the language of instruction ($p < 0.01$).

interdependence and individual responsibility. Face-to-face interaction creates a collective and friendly skill. Working in groups or pairs is always creative and exploratory: the task is set before the group, and everyone has an incentive to excel and contribute. The use of group forms of work creates conditions for both the development of thinking and self-affirmation.

We assumed that the creativity of foreign language teachers affects their life satisfaction and subjective well-being in general. Hence, teachers of higher educational institutions have to achieve subjective and psychological well-being, “strive to develop their potential, to create positive relationships, to engage in productive and creative activity, to use their creative abilities to generate innovative ideas, improve their well-being and satisfaction with life, work and self-develop” [2]. According to the results of ANOVA, we found statistically significant differences in subjective well-being depending on the level of development of creativity of foreign language teachers (figure 4, $p < 0.01$).

Figure 4 shows that teachers with a higher level of creative potential development show higher indicators of subjective well-being. This means that:

- they feel happy and confident;
- they can adapt to changing professional conditions;
- they are motivated to implement creative methods and techniques for developing value,

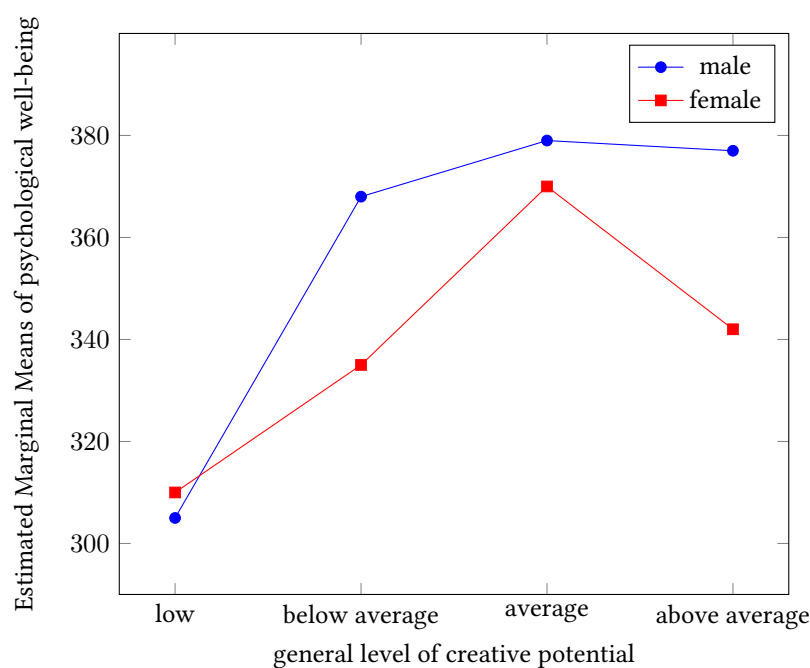


Figure 4: Features of creativity of foreign language teachers depending on the language of instruction ($p < 0.01$).

cognitive and behavioural components of individual psychological and organisational-professional factors of creativity of foreign language teachers.

In our opinion, it is impossible to achieve subjective well-being without enthusiasm for one's work, without motivating oneself to achieve success, professional growth, and a positive attitude toward oneself as a teacher. Therefore, it is expedient to develop a training program for developing the creativity of foreign language teachers to achieve their subjective well-being and success in professional creative activity.

The training program "Development of creativity of a foreign language teacher as a factor of their subjective Well-being" consists of 5 sessions to develop value, cognitive and behavioural components and individual psychological, organisational and professional factors. Each session contains informational, diagnostic, developmental and creative stages. Each stage involves tasks of different types and kinds of complexity (interactive lectures, thematic discussions, use of questionnaires, surveys, methods ("Creativity" [49], "Your creative potential" [57], "Diagnosis of communicative tolerance" [12], methods of measuring reflexivity [31], etc.), the method of incomplete sentences, developmental exercises ("Creativity", "Creative qualities of a teacher of foreign languages", "Believe in their creative abilities", "16 associations", "Alphabet", "Creative life", "Suitcase, basket, meat grinder", "Teacher's creative personality", "Life situations", "Visualisation", "Drawing of professional "I", "Realisation of professional skills", "To be a teacher", "Experience of my mistakes", "Who we are in a changing world", etc.), conducting organisational and activity games, performing creative tasks, etc.

The first session aims at forming a value attitude toward the constructive transformation of

reality and promotes the development of the value of creativity for the individual, striving for self-development and being an independent person; the development of motivation to create innovative methods and techniques, positive attitude to the formation and development of creative abilities; needs for the implementation of interesting (creative) classes.

The second session involves the formation of knowledge, awareness and understanding of the peculiarities of teaching foreign languages through the use of creative technologies: expanding ideas about creativity, innovative methods and forms of teaching foreign languages, ability to produce non-trivial ideas (original); to show initiative in the organisation of creative activity; ability to understand and accept the individuality of another person; self-believe and the ability to understand and reflect; think critically.

The third session promotes the creative effectiveness of teaching foreign languages, namely the ability to make non-standard decisions, create new creative products, self-organise creative work, introduce innovative methods and forms, focus on business, be capable of innovation, ingenuity, and management of the professional environment.

The fourth and fifth sessions aim to develop individual psychological and organisational-professional factors, which promote the development of creativity and motivate foreign language teachers to achieve subjective well-being and success in professional creative activity.

5. Conclusions

This study revealed insufficient cognitive, value and behavioural components and individual psychological and organisational factors underlying foreign language teacher creativity.

The value component results showed low levels of valuing creativity for transformation, motivation to create innovations, and need for exciting/creative instruction. However, most teachers had a highly positive attitude toward developing creative abilities.

The cognitive component also displayed low levels of clear creativity concepts, ability to generate novel ideas, and understanding of others' individuality. Teachers exhibited average levels of initiative, self-belief, reflection, and critical thinking.

Similarly, the behavioural component uncovered low abilities for non-standard decisions, new creative products, implementing innovations, and ingenuity.

Deficiencies in individual psychological factors (perfectionism, adaptability, autonomy) and organisational/professional factors (workload, stress, tolerance, resistance) further limit teacher creativity.

Overall, creativity levels were below average for most teachers. ANOVA found differences by gender, age, position, and language taught. Creativity increased with age and status, but English teachers showed lower creativity than teachers of other languages. Higher creativity is also associated with greater subjective well-being.

A 5-session training program was proposed to target value, cognitive and behavioural components and psychological/organisational factors. It utilises diagnostic, developmental and creative techniques to enhance motivation and success in creative teaching. Further research could expand evaluation criteria and methods.

Developing teacher creativity is critical for well-being and practical instruction. The program presented aims to provide support through focused training on creativity components and

influencing factors.

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